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ABSTRACT

This guide is intended to provide new and updated information for Nebraska educators in developing procedures for implementation of the Nebraska School-Based Teacher-Led Assessment and Reporting System (STARS). The information supports and updates information in the 1999 STARS guide and the STARS "Toolkit" of December 1999. It is intended to be used with this guide and toolkit and relates to specific sections of the guide. The update contains these sections: (1) "Legislative Update: Requirements of LB 812"; (2) "Assessment and Reporting Schedule"; (3) "Local Assessment Plan Reminders and Procedures"; (4) "Quality Criteria for Local Assessments"; (5) "Special Populations Information"; (6) "Statewide Writing Assessment"; and (7) "Coverage of State Standards by Achievement Tests." (SLD)

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STARS

School-based
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Assessment and
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System

Update #1
Moving Forward With Assessment
May 2000

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Nebraska Department of Education

NEBRASKA L.E.A.R.N.S.

Leading Educational Achievement through Rigorous Nebraska Standards

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PURPOSE FOR THE STARS UPDATE

This guide is intended to provide new and updated information for Nebraska educators in developing procedures for implementation of the Nebraska School-based Teacher-led Assessment and Reporting System.

- The information supports and updates information in the STARS guide, mailed to Nebraska schools and ESU's in November 1999, and the STARS Toolkit, mailed in December 1999.
- It is intended to be used with the STARS Guides and Toolkits. If you have not reviewed these materials, it is advisable to do so in planning for assessment and reporting in 2000-01.
- The information is based on LB 812, passed by the Nebraska Legislature in April 2000, related State Board of Education policy, and other documents or recommendations.

Additional updates will be provided as new information becomes available and/or as questions emerge which can be answered through this format. If you have questions or suggestions, please direct them to the Nebraska Department of Education, Statewide Assessment Coordinator, 301 Centennial Mall South, Lincoln, NE 68509 (402) 481-2444).

School-based Teacher-led Assessment and Reporting System

UPDATE ONE

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Update #1 – May 2000

I. LEGISLATIVE UPDATE: REQUIREMENTS OF LB 812

The following pages include a summary of LB 812 which amended state statute 79-760 related to standards, assessment, and reporting.

LEGISLATIVE BILL 812 – THE EDUCATIONAL QUALITY ACCOUNTABILITY ACT

A SUMMARY

During the 2000 session, the Nebraska Legislature passed Legislative Bill 812 which amended State Statute 79-760 (The Educational Quality Accountability Act). This new legislation establishes the requirements and general procedures for implementation of standards, assessment, and accountability reporting for public school districts in Nebraska. The bill maintains and supports Nebraska's School-based Teacher-led Assessment and Reporting System (STARS). A full copy of the bill follows this update summary. The sections below summarize significant provisions of LB 812.

REQUIREMENTS FOR ACADEMIC CONTENT STANDARDS

- **By July 1, 2001, the State Board of Education** shall adopt measurable model academic content standards for at least three grade levels. The standards shall cover reading, writing, mathematics, science, social studies and history. (*Note: The standards in Nebraska L.E.A.R.N.S. will be revised for clarity, but they will not be significantly changed.*)

- **By July 1, 2003, each school district** shall adopt measurable quality academic content standards for reading, writing, mathematics, science, social studies and history. (*NOTE: The reading standards should also include speaking and listening.*)

- Local school district standards may be the same as, equal to, or exceed in rigor, the state standards.

REQUIREMENTS FOR ASSESSMENT AND REPORTING

- The State Board of Education shall implement a statewide system for the assessment of student learning and for reporting the performance of school districts.

- The assessment and reporting system shall test student knowledge of subject matter in the measurable model academic content standards approved by the State Board.

- **School district assessment and reporting shall begin in the 2000-01 school year**. It shall include a **local assessment of reading, plus a statewide assessment of writing**.

- **The State Board shall prescribe a statewide assessment of writing that relies on writing samples. The assessment shall begin in the spring of 2001 in three grades selected by the State Board**. In each of the ensuing three years, the assessment shall be in one of the three selected grades. (*NOTE: In 2001, the assessment will be for grades 4, 8, and 11.*)

- **The assessment and reporting systems for subject areas, except writing, shall be based on locally developed assessments for the first year**.

- Following the first year of each assessment, the State Department of Education shall contract with independent assessment experts to review and rate the locally developed assessments.

- From the highest rated locally developed assessments, the Department shall select four models. Districts may either **adopt** one of the four models or **adapt** their local assessment to be as highly rated as one of the models.

LOCAL REPORTING

- Results of required assessments shall be reported on a building basis to the public of each district and to the Department of Education.

- The Department of Education shall report aggregate results either by district or building as a part of a statewide assessment and reporting system.

WHO IS INCLUDED?

- The assessment and reporting plan shall include **all public schools** and **all public school students**.

- The State Board shall adopt criteria for the inclusion of students with disabilities, students entering school for the first time, and students with limited English proficiency.

- The plan shall provide for confidentiality of individual students.

LEGISLATURE OF NEBRASKA

NINETY-SIXTH LEGISLATURE

SECOND SESSION

LEGISLATIVE BILL 812

FINAL READING

Introduced by Bohlke, 33; Stuhr, 24

Read first time January 20, 1999

Committee: Education

A BILL

FOR AN ACT relating to schools; to amend sections 79-757 and 79-760, Revised Statutes Supplement, 1998; to provide for academic content standards and assessment and reporting of student learning; to provide duties; to harmonize provisions; and to repeal the original sections.

Be it enacted by the people of the State of Nebraska,

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Section 1. Section 79-757, Revised Statutes Supplement, 1998, is amended to read:

79-757. Sections 79-757 to 79-762 and sections 2 and 3 of this act shall be known and may be cited as the Quality Education Accountability Act.

Sec. 2. The State Board of Education shall adopt measurable model academic content standards for at least three grade levels no later than July 1, 2001. The standards for each subject area shall be adopted prior to the implementation of the assessment and reporting system under section 79-760 for that subject area, beginning with writing and reading. The standards shall cover the subject areas of reading, writing, mathematics, science, social studies, and history. The standards adopted shall be sufficiently clear and measurable to be used for testing student performance with respect to mastery of the content described in the state standards.

Sec. 3. In accordance with timelines that are adopted by the State Board of Education, but in no event later than July 1, 2003, each school district shall adopt measurable quality academic content standards in the subject areas of reading, writing, mathematics, science, social studies, and history. The standards may be the same as, or may be equal to or exceed in rigor, the measurable model academic content standards adopted by the state board and shall cover at least the same grade levels. The State Department of Education shall adopt and promulgate appropriate rules and regulations to insure the rigor of the measurable quality academic content standards.

Sec. 4. Section 79-760, Revised Statutes Supplement,

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1998, is amended to read:

79-760. (1) The State Board of Education shall implement a statewide system for the assessment of student learning and for reporting the performance of school districts. The assessment and reporting system shall test student knowledge of subject matter materials covered by the measurable model academic content standards approved by the state board. The state board shall adopt an assessment and reporting plan and begin implementation of the assessment and reporting system in the 2000-01 school year beginning with the assessment of reading and writing. The state board shall prescribe statewide assessments of writing that rely on writing samples beginning in the spring of 2001 with students in each of three grades selected by the state board. For each academic year thereafter, one of the three selected grades shall participate in the statewide writing assessment. The state board shall develop an assessment system and prescribe statewide assessments for the subject areas of reading, mathematics, science, social studies, and history. The assessment and reporting system for each subject area, except writing, shall be based on locally developed assessments the first year. Following the first assessment in each subject area, except writing, the State Department of Education shall contract with independent, recognized assessment experts to review and rate locally developed assessments. The department shall identify the criteria for rating the model assessments. The assessment experts shall identify not more than four model assessments receiving the highest ratings. Districts shall thereafter adopt one of the four model assessments and may, in addition, adapt their locally developed assessments.

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The aggregate results of any assessments required by the state board pursuant to this section shall be reported by the district on a building basis to the public in that district and to the department. The department shall report the aggregate results of any assessments required by the state board pursuant to this section on a district or building basis as part of the statewide assessment and reporting system. ~~assessment program for students in a selected grade in each of the grade ranges four through six, seven through nine, and ten through twelve each fall semester beginning with the fall semester of 2000. The assessment program shall consist of one assessment purchased from an assessment service for each selected grade which tests students in the areas of mathematics, reading, science, and social studies, plus one writing assessment, either developed within the state by educators with expertise in writing assessment or purchased as a part of the assessment for the other specified subjects.~~

(2) The purposes of the assessment ~~program~~ and reporting system are to:

(a) Determine how well public schools are performing in terms of achievement of public school students related to the model state academic content standards;

(b) Report the performance of public schools based upon the results of the assessment;

(c) Provide information for the public and policymakers on the performance of public schools; and

(d) Provide for the comparison of Nebraska public schools to their peers and to school systems of other states and other countries.

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(3) The assessment and reporting plan shall include all public schools and all public school students. The state board shall adopt criteria for the inclusion of students with disabilities, students entering the school for the first time, and students with limited English proficiency.

(4) The assessment and reporting plan shall provide for the confidentiality of the individual students.

(5) The state board shall adopt and promulgate rules and regulations to carry out this section. ~~Evaluate whether or not students in a school system have acquired skills and knowledge which allow them to meet or exceed academic standards established by the state board;~~

~~(b) Measure progress of students in a school system toward meeting academic standards established by the state board;~~

~~(c) Provide information for analysis of adopted standards and consideration of new standards;~~

~~(d) Allow comparisons to be made between the academic achievement of students in a local system and students in another Nebraska local system; and~~

~~(e) Allow comparisons to be made between the academic achievement of Nebraska students with the academic achievement of students in other states.~~

~~(3) All public school districts shall participate in the assessment, and all students enrolled in the designated grade levels in such districts shall be assessed except as provided in this subsection. The state board shall establish criteria that schools may use to exempt special education students from assessment in any or all subject areas. The state board may also~~

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~~adopt alternative assessments or means of scoring for special education students and students with limited English proficiency.~~

~~(4) The individual assessment scores shall be confidential, shall be reported to the school district for educational purposes, and shall not be reported to the State Department of Education. Aggregate results for each school district shall be reported to the department by the assessment service and writing assessment scorers. School districts may also make aggregate data available based on attendance centers.~~

~~(5) The department shall be responsible for the cost of the assessment materials and scoring.~~

Sec. 5. Original sections 79-757 and 79-760, Revised Statutes Supplement, 1998, are repealed.

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School-based Teacher-led Assessment and Reporting System

UPDATE ONE

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Update #1 – May 2000

II. ASSESSMENT AND REPORTING SCHEDULE (2000-05)

(This updates pages 35 & 36 of the STARS Guide)

This schedule has been updated to correspond with state statute 79-760, as amended by LB 812 and approved by the State Board of Education.

ASSESSMENT AND REPORTING SCHEDULE
Beginning in 2000-01

WHAT	WHO	DATE
Submit Local Assessment Plan (See STARS Guide pages 49-54 and STARS UPDATE page 3.1)	From Local District to NDE	September 30, 2000
• Assess reading, speaking, listening standards* • Report for grades 4, 8, & 11**	Local district (Results to NDE at end of school year)	2000-01 school year
Assess writing Grades 4, 8, & 11 (All districts will assess and report for these grades)	Local district using state selected process and materials	Spring 2001
Submit Local assessment model for reading, speaking, listening (and writing 4.2.5 and 8.2.4.5)	Local district to NDE for review	End of 2000-01 school year

*Local district assessment should include writing standards 4.2.5 and 8.2.5 which will not be addressed in the statewide writing assessment.

**School districts who assess grades other than 4, 8, and 11 and whose standards have been approved by the State Board as equal to or more rigorous than that of the state (and who have accompanying assessment procedures) may assess and report the grade level(s) that correspond to the district plan.

SCHEDULE FOR ASSESSING AND REPORTING STUDENT PROGRESS

May 2000

(Please note: The schedule below shows a proposed revision in the schedule for assessing and reporting science and social studies and history. The State Board of Education is scheduled to review and approve the schedule at their meeting of June 2000.)

SCHOOL YEAR	LOCAL ASSESSMENT	STATEWIDE ASSESSMENT OF WRITING (All districts will assess and report writing in the following grade levels)
2000-01	Reading, including speaking and listening Grades 4, 8, 11*	Grades 4, 8, 11
2001-02	Mathematics Grades 4, 8, 11*	Grade 4
2002-03	Science (Proposed) Grades 4, 8, 11*	Grade 8
2003-04	Social Studies and History (Proposed) Grades 4, 8, 11*	Grade 11
2004-05	Reading, including speaking and listening Grades 4, 8, 11*	Grades 4, 8, 11

*School districts who assess grades other than 4, 8, and 11 and whose standards have been approved by the State Board as equal to or more rigorous than that of the state (and who have accompanying assessment procedures) may assess and report the grade level(s) that correspond to the district plan.

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Update #1 – May 2000

III. LOCAL ASSESSMENT PLAN – REMINDERS AND PROCEDURES

(See STARS Guide, pages 49-55)

The following pages correspond with pages 49-55 of the STARS Guide of October 1999. This added information is intended to provide reminders, respond to questions that have arisen since October 1999, and provide further advice and procedures in the development of the local assessment plan.

THE LOCAL ASSESSMENT PLAN

Definitions

Local Assessment Plan – The assessment "plan" describes the intended purpose, grade levels, subject areas, and types of assessments being used in the district. It provides information for the local staff and board regarding why, when, and how student progress is measured. (An outline for the local assessment plan is included in the October 1999 STARS Planning Guide, pages 49-55.)

Assessment Model – The assessment "model" provides instruments (or examples of instruments, rubrics, etc.) and procedures for the actual assessment of each required subject at the specified grade levels. It documents how the district assures quality (See Section III of this STARS Update for Quality Criteria Checklist). The model for reading, speaking, listening will be submitted at the end of the 2000-01 school year. Additional information for submitting the model will be provided to all schools.

Local Assessment Plan – Reminders and Procedures

The local assessment plan should serve as a guide to district staff in implementing assessment procedures to meet local needs and state requirements. Please consider the following as you develop your plan:

- The plan is **due September 30, 2000,** to the Nebraska Department of Education.
- Use the outline on page 53 of the STARS planning guide to design the plan.
- Complete the outline in short answers or paragraphs, as needed, for submission to Nebraska Department of Education.
- Include a chart (example on page 54 of STARS Guide, October 1999) showing the type of assessment to be used for assessing each standard.
- In Section B 2 of the plan, use the checklist of "Quality Criteria" to describe how assessment quality will be determined (for the areas of **reading, speaking and listening and writing 4.2.5. and 8.2.5** – other areas may be included at district option).

- Submit the plan electronically for efficiency and prompt feedback. (It may be submitted in hard copy, if preferred.)
- A print copy of the opening of the Assessment Plan Electronic site is on page 3.3 of this Update.
- The Assessment Plan web site is currently being developed, but you may preview it by accessing the following location:

  http://164.119.104.86:591/APTest/default.html

Model Assessments

LB 812 requires that Nebraska school districts submit their assessment process for review at the conclusion of the first year of assessment for each subject area. Therefore:

- At the end of the 2000-01 school year, districts will submit the assessment "model" used for the assessment of reading, speaking, and listening standards.
- The model assessment should indicate how the school actually fulfilled the quality criteria, should provide information with regard to instruments, procedures and process, and additional information. (It may include example assessment activities, instruments, rubrics, or items but generally would not include actual copies of local paper and pencil tests, if used.)
- From the highest rated locally developed assessments, the Department shall select four models. Districts may either **adopt** one of the four models or **adapt** their local assessment to be as highly rated as one of the models.

Additional information will be provided to all schools to assist in submission of local model assessments.

WELCOME TO THE

NEBRASKA
DEPARTMENT OF EDUCATION

ELECTRONIC ASSESSMENT PLAN REPORTING SYSTEM

Introduction

This is the Introduction page to the Nebraska Department of Education Assessment Plan on-line reporting system. This submission form is **ONLY** a **DRAFT** sample (example) of what might be.

For now ... Warning! This is only a site in concept.

The on-line Assessment Plan submission form is based upon The Nebraska Education STARS Assessment Toolkit that has been developed by the Nebraska Department of Education.

The assessment planning process should first and foremost be used in supporting school and assessment improvement. For planning assistance please contact your local Educational Service Unit or the Nebraska Department of Education.

Example Report

A sample assessment plan can be viewed here.

Nebraska On-Line Assessment Plan Summary Data

Summary Data from the Nebraska Schools' electronic assessment plan reporting system.

SCARTEC NEBRASKA

The on-line submission process has being developed with support from the South Central Regional Technology in Education Consortium - Nebraska. Questions about the content should be directed to Pat Roschewski (proschewski@nde.state.ne.us), Nebraska Department of Education. Questions about the submission process can be directed to Al Steckelberg (als@unlinfo.unl.edu), University of Nebraska-Lincoln, (402) 472-5491.

als

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IV. QUALITY CRITERIA FOR LOCAL ASSESSMENTS

(New information to assist with the Local Assessment Plan – Section B2e – in STARS Guide page 49-55)

This section provides a checklist of accepted criteria for determining the quality of the locally developed assessment(s).

The "Quality Criteria" for Locally Developed Assessments

The local assessment plan should include, in section B2e, (STARS Guide pages 50-51) a list of the following "Quality Criteria" and an explanation of how the district has (or intends to) demonstrated that the locally developed assessments meet accepted "Quality Criteria." The plan due September 30, 2000 need only include the proposed or completed activities for determining assessment quality for the areas of **reading, speaking, and listening (and writing standards 4.2.5 and 8.2.5)**. (Other areas may be included at district option.)

The six factors of assessment quality are:

1. The assessment reflects the local or state standards.
2. Students have an opportunity to learn the content.
3. The assessments are free from bias.
4. The level is appropriate for the students.
5. There is consistency in scoring.
6. Mastery levels are appropriate.

How to Use the "Quality Criteria" for the Locally Developed Assessment

As districts create criterion referenced assessments to measure student performance on the state standards, please consider the following:

- For each criteria, review the "Quality Criteria" checklist to determine which options are most appropriate for local use.
- Use the "Quality Criteria" checklist as a self-check of the local assessment.
- Include the selected or proposed option(s) for each "Quality Criteria" in section B2e on the Local Assessment Plan outline.
- Districts may use <u>one or a combination</u> of the methods listed.
- The checklist will appear electronically on the Local Assessment Plan web site.
- Districts are not limited to the options indicated on the checklist but may describe "other" ways in which the criteria are met.

A guide developed by the Buros Center for Testing, University of Nebraska-Lincoln, describes more completely the evidence that can be used to meet "Quality Criteria." The guides are being provided to Educational Service Units and to Curriculum/Assessment Directors to provide assistance in the work with schools. The guide is available from the Nebraska Department of Education. Please direct requests for the guides to the Accreditation and School Improvement Office at NDE. (402/471-2444).

Criterion Referenced Assessment
Quality Criteria Indicator
Checklist and Documentation
May 2000

Based upon a document prepared by the
Buros Center for Testing, University of Nebraska-Lincoln
for the Nebraska Department of Education.

(This document is produced under a copyright from the Buros Center for Testing. It may be distributed to school districts in Nebraska. Other uses are prohibited.)

The following checklist may be used to determine and document that local criterion referenced assessments meet the Quality Criteria listed below:

Quality Criteria

1. **The assessments reflect the state or local standards.**
2. **Students have an opportunity to learn the content.**
3. **The assessments are free from bias.**
4. **The level is appropriate for students.**
5. **There is consistency in scoring.**
6. **Mastery levels are appropriate.**

How to Use this Checklist:

- Review the checklist to determine the option(s) you will use (or have used) to determine that your local assessments meet each of the quality criteria.

- Indicate in the local assessment plan, **due September 30, 2000**, to Nebraska Department of Education, how the district has already (or plans to) determine that the local assessment meets each of the six criteria **for the areas of reading, speaking, listening (and writing 4.2.5. and 8.2.5)**. (Other areas may be included at district option.) This information should be included in section B2e of the Local Assessment Plan. (See STARS Guide, October 1999, pages 50 and 51.)

- For each "Quality Criterion," the district may use **one or a combination of the methods** listed. If other or additional methods are used, please describe.

Quality Criterion One: The assessments reflect the state or local standards. *(Choose one or more)*

Yes	No	
☐	☐	A panel of qualified teachers or other educators from the district has judged assessments to be (a) matched to the standard and (b) adequate to cover the standard. **Note:** Assessments should have enough items, sufficient performance demonstrations, or adequate coverage in order to reasonably infer that the standard has been covered.
☐	☐	An outside group has judged the assessments to be (a) matched to the standard and (b) adequate to cover the standard.
☐	☐	Other:

Quality Criterion Two: Students have an opportunity to learn the content. *(Choose one or more.)*

Yes	No	
☐	☐	Representative panels of teachers from the grade and content area have examined the curriculum to determine that students have the opportunity to learn the content prior to test administration.
☐	☐	A survey has been conducted of grade and/or content appropriate teachers to determine where the test content is addressed in lesson plans.
☐	☐	Representative samples of classroom assessments have been examined to determine that the test content has been taught.
☐	☐	Lesson plans have been examined or collected to determine that test content has been taught.
☐	☐	Other (Explain)

Quality Criterion Three: The assessments are free from bias. The intent of this criterion is to have a method to examine the assessments to ensure that they are free from bias or offensive language/situations. A test item or task is free from bias or offensive language/situations if (a) understanding the content of the item or task is not based on the students' socio-economic, racial, cultural, or ethnic background, and (b) the content of the item or task is not likely to be offensive to students. *(Choose one or more.)*

Yes	No	
☐	☐	The criterion referenced assessment writers have participated in an orientation regarding test bias.
☐	☐	A panel of educators representing various socio-economic, racial and ethnic groups has reviewed drafts of the assessments.
☐	☐	A statistical analysis has been conducted to determine that the items do not demonstrate bias.
☐	☐	Other (Explain)

Quality Criterion Four: The level is appropriate for students. The intent of this criterion is to describe how the district will determine the developmental appropriateness of its assessments. Developmental appropriateness includes (a) the appropriateness of the cognitive requirements, and (b) the reading level. *(Choose one or more.)*

Yes	No	
☐	☐	A panel(s) of grade and/or content level teachers has examined and evaluated the assessments from a developmental perspective.
☐	☐	Outside specialists in reading, cognitive psychology, or other similar areas have examined and evaluated the assessment instruments from a developmental perspective.
☐	☐	Readability analyses have been conducted on the assessments.
☐	☐	Other (Explain)

Quality Criterion Five: There is consistency in scoring. *(Choose one or more.)*

Yes	No	
☐	☐	Reliability has been checked (a) by retests, (b) alternate forms of the assessment, or (c) an internal consistency reliability process.
☐	☐	A panel has screened and pre-tested the clarity and adequacy of the scoring rubric.
☐	☐	The scorers have been trained through the use of "marker" papers pre-scored by qualified trainers.
☐	☐	Sample papers have been double scored to estimate the percent of scorer agreement.
☐	☐	Other (Explain)

Quality Criterion Six: Mastery levels are appropriate. *(Choose one or more.)*

Yes	No	
☐	☐	A panel of educators has examined the assessment tasks or items and determined the level of performance required to achieve mastery by taking the difficulty of the items into account. Levels are based on local decision-making.
☐	☐	Students were classified as "masters," "non masters," or "borderline" and the scores obtained by students in the various classifications were used to determine the score needed for mastery. These classifications were decisions made by the local district.
☐	☐	Other (Explain)

School-based Teacher-led Assessment and Reporting System

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V. SPECIAL POPULATIONS INFORMATION

(Corresponds with STARS Guide, October 1999, pages 39-40)

The following questions and answers provide additional information to assist schools in developing and implementing assessments for students in special populations.

FREQUENTLY ASKED QUESTIONS ABOUT ASSESSMENT AND SPECIAL POPULATIONS

The questions and answers below should guide local implementation of the Nebraska assessment and reporting system. They supplement information found in the October 1999 STARS Planning Guide.

1. **Should all students in special populations participate in the district assessment system?**

   Yes, all students will participate in the district assessment system.

2. **Will all students with disabilities be assessed on local or state standards?**

   Almost all students will be assessed on the local or state standards. A few students with disabilities may require an alternate assessment. (See Attachment A on page 5.3 of this Update.)

3. **Should non-English speaking students be assessed on the local or state standards?**

   Yes. However, non-English speaking students who participate in an alternate curriculum designed to teach the English language may also participate in an alternate assessment. (See Attachment A on page 5.3 of this Update.)

4. **Are all students served by Title I programs expected to participate in the assessment of the local or state standards?**

   Yes. Students served by Title I programs will participate in the assessments as regular participants in the general population of students.

5. **Are students with 504 accommodation plans (Section 504 of the Rehabilitation Act of 1973) expected to participate in an assessment of the local or state standards?**

   Yes, but accommodations may be necessary based upon the student's plan. (See Attachment A on page 5.3 of this Update.)

6. **Are students who are reading below grade level expected to participate in the assessment of the local or state standards?**

   Yes, all students participate.

7. What is a test accommodation?

A test accommodation is a change in testing materials or procedures that enables students to participate in an assessment in a way that allows their abilities and knowledge to be assessed. Accommodations may not change what the test intends to measure.

8. What accommodations may be used in testing?

ALLOWABLE TESTING ACCOMMODATIONS*

Change in Setting:

- Location
- Lighting
- Adaptive furniture

Change in presentation:

- Braille
- Magnifying equipment
- Audio amplification
- Sign language

Change in response:

- Marking answers in test booklet,
- Indicating responses to a scribe or recorder
- Using typewriter or computer

Change in times/scheduling:

- Time of day
- Days between sessions
- Breaks that do not result in extra time or an opportunity to study information on a test that has already begun

*Based upon the following:
M. Thurlow, A. House, C. Boys, D. Scott, J. Ysseldyke (2000). State Participation and Accommodation Policies for Students with Disabilities: 1999 Update (Synthesis Report 33). Minneapolis: National Center on Educational Outcomes. (**www.coled.umn.edu/NCEO**) (See also CTBS/McGraw Hill (www.ctb.com.)

ATTACHMENT A

A. Students with disabilities

Nebraska students with disabilities will qualify to use an alternate assessment if the IEP team has determined and documented on the IEP the following information:

1. That the student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations; and

2. That the student's course of study is primarily functional and life-skills oriented; and

3. That the student requires intensive, frequent, and individualized instruction in order to acquire, maintain, and generalize skills and demonstrate performance of those skills. (This will likely be less than 1% of the total student population.)

The alternate assessment is **not** to be administered **based solely** on the following information:

1. The student has a verified disability with an IEP;

2. The student has academic deficiencies due to excessive or extended absences or lack of instruction; or

3. The student is unable to complete the general academic curriculum because of language differences or social, cultural, or environmental factors.

B. English language learners

It is anticipated that for most non-English speaking students, an alternate assessment would be necessary only during the first year of enrollment in the school district.

- When considering whether an alternate assessment is appropriate for English language learners, a school district should consider the following factors:

  - English Language Proficiency
    An alternate assessment should only be administered for English language learners who are considered non-English speakers. (It is not administered for limited or fluent English speakers.)

An assessment that is specifically designed to measure English language proficiency should be used to determine if the student is a non-English speaker. Some examples of tests that do so include the Language Assessment Scales (LAS), the IDEA Proficiency Test (IPT) and the Woodcock-Munoz test.

- Alternate Curriculum

The students should also be served in an alternate curriculum designed to teach the English language. This could include program models such as:

English as a Second Language – ESL
Bilingual
Dual Language Bilingual
Sheltered English

- Alternate Assessments

There are a variety of alternate assessments that are appropriate for English Language learners. Some to consider include:

Portfolio collections of student work
Performance assessment
Classroom assessment
District checklists
Language assessment tests

- Native Language Assessments

Some norm referenced tests are available in other languages (such as Spanish). Additionally, school districts may consider administering criterion referenced tests in the student's language. Although this may be an option, it requires the district to have considerable knowledge about the native language proficiency and education of a student. Students should not be administered an assessment in the native language unless the student is literate and has had the opportunity to learn the material being assessed in that language.

School-based Teacher-led Assessment and Reporting System

UPDATE ONE

I. Legislative Update: Requirements of LB 812

II. Assessment and Reporting Schedule

III. Local Assessment Plan – Reminders and Procedures

IV. Quality Criteria for Local Assessments

V. Special Populations Information

VI. Statewide Writing Assessment

VII. Coverage of State Standards by Achievement Tests

Update #1- May 2000

VI. PLANNING FOR STATEWIDE WRITING ASSESSMENT

(New information based on state statute and State Board policy. Additional information will be provided as the statewide writing system is developed.)

THE STATEWIDE WRITING ASSESSMENT

PLANNING INFORMATION

The passage of LB 812 requires that: "The State Board shall prescribe statewide assessments of writing that rely on writing samples beginning in the spring of 2001 with students in each of three grades selected by the State Board. For each academic year thereafter, one of the three selected grades shall participate in the statewide writing assessment." The overall goal of the program is to support quality writing in Nebraska schools and to help all students become better writers.

WHAT DOES THIS MEAN FOR LOCAL SCHOOL DISTRICTS?

The State Board has adopted a policy statement on writing which specifies that:

1. The grade levels to be assessed will be:

   - 2001 – Grades 4, 8, 11
   - 2002 – Grade 4
   - 2003 – Grade 8
   - 2004 – Grade 11

2. All school districts will participate in the writing assessment at these grade levels.

3. The assessment will be administered under controlled conditions which means:

   - All students at a grade level will write on the same topic.
   - Students will be given a prompt (topic) to establish the context for his/her writing.
   - Each student will be given the same amount of time to complete the task.
   - Each student sample will be scored against a uniform set of criteria based on the common traits found in writing.
   - The assessment will be based on the state standards for writing.

HOW WILL THIS BE ACCOMPLISHED?

A task force has begun work on assessment procedures to assist local school districts. The task force will advise regarding information such as the following:

- The content of writing assessment manual being developed to mail to all school districts early in the school year.
- The statewide prompts (topics) to be sent to local school districts.
- The schedule for the assessments. There will likely be a one-two week window of time for local schools to administer the test.
- The scoring process

WHAT WILL THIS MEAN FOR THE CLASSROOM TEACHER?

- Classroom teachers in grades 4, 8, and 11 in all school districts will administer the writing exam at the designated time.
- The statewide prompts (topics) will be mailed to the local school districts at the same time. Teachers at the local level will have a one to two week window of time to administer the assessment.

HOW WILL THE ASSESSMENTS BE SCORED?

Although the scoring procedures are still being finalized, the following are known at this time:

- The assessments will be scored against a pre-determined set of criteria based on the common traits found in quality writing.
- Regional scoring centers will be available by spring 2001 to assist in scoring student papers.
- A sampling of papers from Nebraska schools will be sent to an outside scoring agency to determine a statewide aggregate score.

STARS

School-based Teacher-led Assessment and Reporting System

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Update #1 – May 2000

VII. COVERAGE OF STATE STANDARDS BY ACHIEVEMENT TESTS

This set of charts includes all of the achievement tests analyzed for coverage of state standards. Note the addition of PLAN, Work Keys, and the statewide writing assessment. Also note corrections for grade 4 reading/writing.

GRADE 4 READING/WRITING STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Reading Writing Standards Assessed*			
Stanford Achievement Test				
Reading Total (Vocabulary, Comprehension)	4.1.1	4.1.2	4.1.3	
Language Total	4.2.1			
Spelling	4.2.1			
Study Skills	4.1.4			
Listening	4.4.1			
Metropolitan Achievement Test				
Reading Total (Vocabulary, Comprehension)	4.1.1	4.1.2	4.1.3	**4.1.6**
Language	4.1.4	4.2.1		
California Achievement Test				
Reading Total (Vocabulary, Comprehension)	4.1.1	4.1.2	4.1.3	4.1.6
Spelling	4.2.1			
Language Total (Language Mech/Expression)	4.2.1			
Study Skills	4.1.3	4.1.4		
Terra Nova				
Reading and Language Arts	4.1.1	4.1.2	4.1.3	4.2.1
Iowa Tests of Basic Skills				
Vocabulary	4.1.1	4.1.2		
Comprehension	**4.1.2**	4.1.3		
Language Total (Spelling, Capitalization, Punctuation, Use and Expression)	**4.2.1**			
Reference Materials	**4.1.4**			

*Students scoring at or above the 50th percentile are considered to be meeting the standards.
Note: Numbers in **bold** are corrections from previous charts.

7.1

GRADE 4 MATHEMATICS STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Mathematics Standards Assessed*					
Stanford Achievement Test						
Mathematics Total (Problem Solving, Procedures)	4.1.1	4.1.3	4.2.1	4.3.2	4.5.1	
Metropolitan Achievement Test						
Mathematics Total (Problem Solving, Procedures)	4.1.1	4.2.1	4.5.1			
California Achievement Test						
Mathematics Total (Computation, Concepts)	4.1.1	4.2.1	4.2.2	4.2.3	4.5.1	4.6.2
Study Skills	4.5.1					
Terra Nova						
Mathematics	4.1.1	4.2.1	4.4.3	4.5.1		
Iowa Tests of Basic Skills						
Mathematics Total (Concepts and Estimation, Problem Solving and Data Analysis, Computation)	4.1.1	4.1.3	4.2.1	4.3.2	4.5.1	
Maps and Diagrams	4.5.1					

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

GRADE 4 SCIENCE STANDARDS

Coverage by Achievement Test Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Science Standards Assessed*				
▮ **Stanford Achievement Test**	4.1.2	4.1.3	4.3.1	4.4.1	4.4.3
▮ **Metropolitan Achievement Test**	4.3.3	4.4.1			
▮ **California Achievement Test**	4.1.2	4.3.3	4.4.1	4.4.3	4.5.2
▮ **Terra Nova**	4.1.2	4.3.1	4.4.1	4.4.3	
▮ **Iowa Tests of Basic Skills**	4.3.1	**4.4.1**	4.4.3		

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Note: Numbers in **bold** are corrections from previous charts.

GRADE 4 SOCIAL STUDIES STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Social Studies Standards Assessed*
▮ **Stanford Achievement Test**	None
▮ **Metropolitan Achievement Test**	None
▮ **California Achievement Test**	None
▮ **Terra Nova**	4.21
▮ **Iowa Tests of Basic Skills**	None

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

GRADE 8 READING/WRITING STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test*	Nebraska Reading/Writing Standards Assessed*			
Stanford Achievement Test				
Reading Total (Vocabulary, Comprehension)	8.1.1	8.1.7		
Language Total	8.1.1	8.2.1	8.2.3	
Spelling	8.2.1	8.2.3		
Study Skills	8.1.1	8.1.2		
Listening	8.4.1	8.4.2		
Metropolitan Achievement Test				
Reading Total (Vocabulary, Comprehension)	8.1.1	8.2.1	8.2.3	
Language	8.1.2	8.2.1	8.2.2	8.2.3
California Achievement Test				
Reading Total (Vocabulary, Comprehension)	8.1.1	8.1.3	8.2.1	8.2.3
Spelling	8.2.1	8.2.3		
Language Total (Language Mech/Expression)	8.1.1	8.2.1	8.2.2	8.2.3
Study Skills	8.1.1	8.1.2	8.2.5	
Terra Nova				
Reading and Language Arts	8.1.1	8.1.7	8.2.1	8.2.3
Vocabulary	8.1.1			
Language Mech/Expression	8.2.1			
Spelling	8.2.1			
Iowa Tests of Basic Skills				
Vocabulary	8.1.1	8.2.3		
Comprehension	8.1.1	8.1.7		
Language Total (Spelling, Capitalization, Punctuation, Use, and Expression)	8.2.1	8.2.2	8.2.3	
Reference Materials	8.1.1	8.1.2		

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

GRADE 8 MATHEMATICS STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Mathematics Standards Assessed*					
Stanford Achievement Test						
Mathematics Total (Problem Solving, Procedures)	8.2.1	8.2.2	8.2.3	8.2.5	8.5.2	
Metropolitan Achievement Test						
Mathematics Total (Problem Solving, Procedures)	8.2.1	8.2.2	8.2.3	8.2.5	8.5.2	
California Achievement Test						
Mathematics Total (Computation, Concepts)	8.1.4	8.2.1	8.2.2	8.2.3	8.2.4	8.5.2
Study Skills	8.5.2					
Terra Nova						
Mathematics	8.1.4	8.2.2	8.2.3	8.5.2		
Computation	8.2.1	8.2.3				
Iowa Tests of Basic Skills						
Mathematics Total (Concepts and Estimation, Problem Solving and Data Analysis, Computation)	8.2.1	8.2.2	8.2.3	8.2.5	8.5.2	
Maps and Diagrams	8.5.2					

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

HIGH SCHOOL READING/WRITING STANDARDS

Coverage by Achievement Test Subtests

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Reading/Writing Standards Assessed*					
Stanford Achievement Test						
Reading Total (Vocabulary, Comprehension)	12.1.1	12.1.6	12.2.1	12.2.3		
Language Total	12.2.1	12.2.2	12.2.3			
Spelling	12.2.1					
Study Skills	12.1.1	12.1.2				
Metropolitan Achievement Test						
Reading Total (Vocabulary, Comprehension)	12.1.1	12.2.1				
Language	12.1.2	12.2.1	12.2.2	12.2.3		
California Achievement Test						
Reading Total (Vocabulary, Comprehension)	12.1.1	12.1.3	12.1.7	12.1.8	12.2.1	12.2.3
Spelling	12.2.1					
Language Total (Language Mech/Expression)	12.2.1	12.2.2	12.2.3			
Study Skills	12.1.1	12.1.2	12.2.1	12.2.5		
Terra Nova						
Reading and Language Arts	12.1.1	12.1.2	12.1.7	12.2.1	12.2.2	12.2.3
Vocabulary	12.1.1	12.2.1	12.2.3			
Language Mechanics	12.2.1					
Spelling	12.2.1					
Iowa Tests of Educational Development						
Interpret Literary Materials	12.1.1	12.1.3	12.1.5	12.1.8		
Correctness of Expression	12.2.1	12.2.2	12.2.3			
Source of Information	12.1.1	12.1.2				

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

HIGH SCHOOL MATHEMATICS STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test	Nebraska Mathematics Standards Assessed*					
Stanford Achievement Test						
Mathematics Total (Problem Solving, Procedures)	12.2.3	12.4.1	12.4.4	12.4.6	12.5.6	12.6.
Metropolitan Achievement Test						
Mathematics Total (Problem Solving, Procedures)	12.2.1	12.2.3	12.4.1	12.6.2		
California Achievement Test						
Mathematics Computation	12.1.2	12.2.1	12.2.3			
Mathematics Concepts and Application	12.2.1	12.2.3	12.5.1			
Terra Nova						
Mathematics	12.2.1	12.2.3	12.5.2			
Computation	12.2.3					
Iowa Tests of Educational Development						
Mathematics Total (Concepts and Estimation, Problem Solving and Data Analysis, Computation)	12.2.1	12.2.3	12.5.1	12.5.2		

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

ADDITIONAL ASSESSMENTS OF STATE STANDARDS

Coverage by Achievement Test Subtests and Composite Scores

Provided by the Buros Institute, University of Nebraska-Lincoln

Achievement Test Assessing High School Reading Writing Standards	Nebraska Reading Writing Standards Assessed*
▮ **Work Keys**	
Locate Information	12.1.1 12.1.2
Read for Information	12.1.1 12.1.6
▮ **PLAN**	
English	12.2.1 12.2.2 12.2.3
Reading	12.1.1 12.1.8

Achievement Test Assessing High School Mathematics	Nebraska Mathematics Standards Assessed*
▮ **Work Keys**	
Applied Math	12.2.1 12.2.3
▮ **PLAN**	12.2.1 12.2.3 12.4.1 12.4.6

*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Coverage by the Nebraska Statewide Writing Assessment

Provided by the Buros Institute, University of Nebraska-Lincoln

State Writing Assessment	Nebraska Writing Standards Assessed				
▮ Grade 4 Writing	4.2.1	4.2.2	4.2.3	4.2.4	
▮ Grade 8 Writing	8.2.1	8.2.2	8.2.3	8.2.4	
▮ High School Writing	12.2.1	12.2.2	12.2.3	12.2.4	12.2.5

NOTE: Standards 4.2.5 and 8.2.5 are not assessed by the Nebraska Statewide Writing Assessment. Therefore, districts are to create local assessments to measure student achievement of standards 4.2.5 and 8.2.5